**The following contains an actual strategy and action step from a school’s draft Action Plan. While suggestions are being made below to enhance the strategy and the Action Steps of an implementation plan, it should be understand that the school demonstrated an earnest and good faith effort to comply with the spirit of the Comprehensive Planning Process.The following shows the school’s entries in black, CP Team comments in blue, and possible “what *should* be” entries in red.**

Action Plan

High Priority Systemic Challenge Selected for Action Planning: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Strategy**

**(The following single strategy of “Academic at Risk Students” actually includes several strategies which are listed on the next page; note that the description of the strategy, among other things, describes a *process* rather than a description of what the strategy will *do*)**

**Academic at Risk Students**

After each quarter of school the Leadership Team will review all grades for students in grades K-8.  Students who have failed (E) a subject or in danger (D)  will be placed on the Academic Support List ( ASL)  Conversations will be scheduled with the teachers who are failing these students by a member of the Leadership Team to gather additional information on why the students is experiencing difficulty. After one week the Leadership Team will meet again and based upon the current grades and the input by classroom teachers, students will be selected to be placed on the Academic Support List for at Risk Students. A letter will be sent to the parents letting them know that their child is being placed on the ASL and what additional support will be available to the student. An invitation to the parents and student to meet with the Leadership Team will be included along with various support resources offered, which include:

* After School Academic Support Program
* Peer Tutoring
* Saturday Academic Support Program
* Daily Progress Reports - sent home
* An assigned Teacher Mentor
* SAP (Student Assistance Program)

All students placed on ASL will be reviewed at the beginning of each quarter to assess progress and determine if additional or other support is needed.

**Strategies**

**(What are underlined below are strategies that have been “extracted” from the school strategy entry [i.e. 6 separate strategies should have been listed for the Action Plan]; what are in italics are examples of what could/should have been entered into the “description” part of each strategy.)**

* **Leadership Team Management of Academic Support: *the school leadership team will oversee implementation of the various academic support strategies, will identify at-risk students, will maintain communication with parents of at-risk students, will assign students to the various interventions, and will monitor the academic progress of the identified students.***
* **After School Academic Support Program: *an after school program for identified at-risk students will provide support for identified academic needs of the students involved; certified teachers will be responsible for providing the required support to students.***
* **Saturday Academic Support Program: *a Saturday morning program for identified at-risk students will provide support for identified academic needs of the students involved; certified teachers will be responsible for providing the required support to students.***
* **Peer Tutoring: *As appropriate, identified at-risk students will be paired with peer tutors under the supervision of a certified teacher that will facilitate the academic support of at-risk students by the tutor.***
* **Teacher Mentors for Students: *at-risk students will be matched with certified teachers who will be responsible for monitoring the academic progress of their mentees on a daily basis; mentors will also be responsible for providing regular and structured feedback to the School Leadership Team that is overseeing the Academic Support process.***
* **Student Assistance Program: *a comprehensive system of behavioral support will target students with significant behavioral/environmental challenges that are interfering with academic achievement; support will be integrated with Academic Support strategies and will include mental health and social services interventions when appropriate.***

**Action Step**

**(Note that all of the actions that would be required to implement all of the above strategies is not documented—a list of those actions follows on the next page)**

**Academic at Risk Student**

Indicator of Implementation:

Minutes from the Leadership Team will be visible and the agenda will include the criteria and procedures for creating the ASL and implementing the support. The ASL (Academic Support List) List will be visible and obtainable to all staff members. All parents of At -Risk Students will receive a letter stating that their child is on the ASL and what support is being offered. A monthly report will be generated for how each student on the ASL is being supported and their progress.

Person Responsible: Mr. Smith

Start Date: 10/12/2012

End Date: 6/7/2013

Program Area(s): Special Education, Student Services

**Action Steps**

**(At a minimum, the following Action Steps would be required to implement the identified strategies, and for each Action Step, the following would need to be identified and documented: Indicators of Implementation, person responsible for making sure the Action Step is completed, beginning and end dates, and identification as to whether or not the step is a professional development step.)**

* **Formation of Academic Support Leadership (ASL) Team**
* **Development of ASL procedures, timelines, and communication processes**
* **Identification of lead teachers and administrators for each Academic Support Initiative (who will be responsible for overseeing and facilitating the development of the After School Academic Support Program, Saturday Academic Support Program, Peer Tutoring Program, Teacher-Student Mentoring Program, and Student Assistance Program)**
* **Development of After School Academic Support Program parameters, procedures, and resource requirements**
* **Development of Saturday Academic Support Program parameters, procedures, and resource requirements**
* **Development of Peer Tutoring parameters, procedures, and resource requirements**
* **Development of Teacher-Student Mentoring Program parameters, procedures, and resource requirements**
* **Development of parameters, procedures, and resource requirements for the Student Assistance Program**
* **Develop, implement, and analyze a professional development needs assessment (to determine the degree to which the school has the capacity to implement the identified strategies)**
* **Develop a professional development plan (that addresses goals related to the identified needs)**
* **One action step for every professional development activity**
* **One action step for each monitoring and support process needed to assure PD goals are met**
* **For each Academic Support initiative, one action step for selecting teachers.**
* **One action step outlining the actual implementation of each initiative (these are the steps that would have 2+ year implementation horizons, and in so doing, would meet NCLB requirements)**